

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Tuesday, June 17, 2014 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers to Parts II, III A, and III B.

Part I contains 50 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the declaration printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

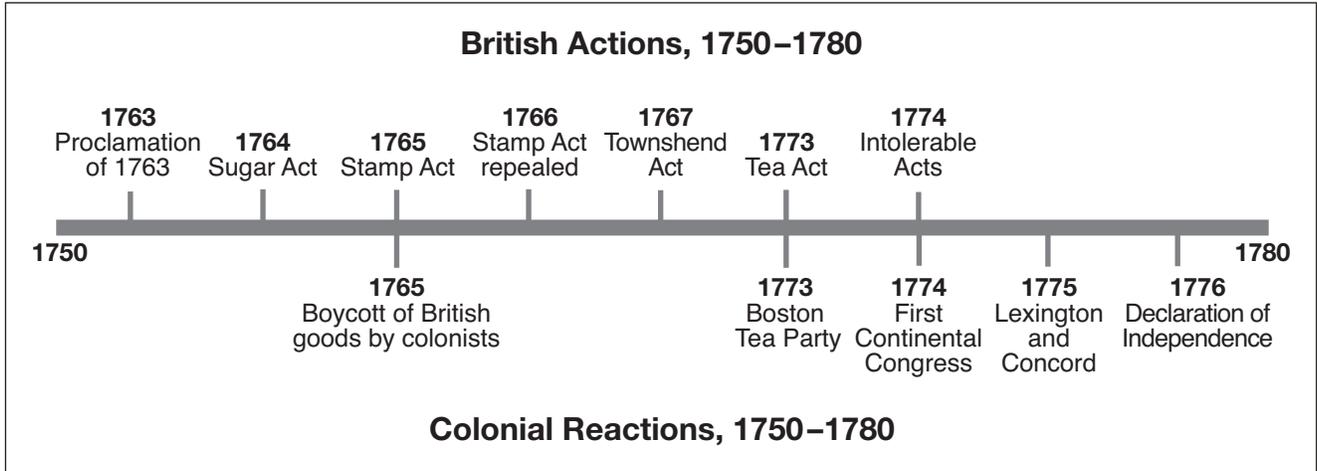
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

Base your answers to questions 1 and 2 on the time line below and on your knowledge of social studies.



- 1 Which conclusion is best supported by the information on the time line?
- (1) Britain eventually granted the colonies representation in Parliament.
 - (2) Only elected British officials had the right to levy taxes.
 - (3) Britain's efforts to increase control over the colonies were not successful.
 - (4) Creation of the First Continental Congress was an immediate reaction to the passage of the Stamp Act.
- 2 Which of these events would be placed on the time line before 1763?
- (1) Boston Massacre
 - (2) French and Indian War
 - (3) Battle of Saratoga
 - (4) passage of Northwest Ordinance

- 3 From the 1600s through the 1800s, the major reason for the westward movement of settlers was to
- (1) escape urban unrest in coastal cities
 - (2) avoid high taxes in the East
 - (3) find manufacturing jobs in the Midwest
 - (4) acquire new areas of fertile soil for agriculture

- 4 Colonial-era New England town meetings and the Virginia House of Burgesses were both
- (1) early social reform movements
 - (2) attempts to build a strong national government
 - (3) steps in the growth of representative democracy
 - (4) efforts to regulate trade with Native American Indians

- 5 The years between the end of the American Revolution and the ratification of the Constitution are sometimes called the “critical period” because
- (1) the western territories were left ungoverned
 - (2) the United States fought a war with France
 - (3) Spain refused to sell Florida to the United States
 - (4) the central government failed to solve many economic problems

Base your answers to questions 6 and 7 on the speakers’ statements below and on your knowledge of social studies.

Speaker A: Our national government should be strong. State governments should have only limited powers.

Speaker B: A bicameral legislature would protect the power of both the large states and the small states.

Speaker C: The expansion of the national government will lead to tyranny.

Speaker D: The executive branch should have significant power.

- 6 Which speaker is expressing an idea that was included in the Great Compromise during the drafting of the Constitution in 1787?

- | | |
|--------------|--------------|
| (1) <i>A</i> | (3) <i>C</i> |
| (2) <i>B</i> | (4) <i>D</i> |

- 7 During the debate over ratification of the Constitution, people who agreed with the statements of *Speakers A* and *D* became known as

- (1) Loyalists
 - (2) Federalists
 - (3) Antifederalists
 - (4) Democratic Republicans
-

- 8 Which protection guaranteed by the first amendment to the United States Constitution was influenced by the trial of John Peter Zenger (1735)?

- | | |
|--------------------------|-----------------------|
| (1) freedom of the press | (3) right to assemble |
| (2) freedom of religion | (4) right to petition |

- 9 The term *judicial review* is best defined as the
- (1) right of a defendant to appeal the verdict of a jury
 - (2) ability of Congress to create new federal courts
 - (3) authority of the Senate to confirm Supreme Court justices
 - (4) power of the Supreme Court to determine the constitutionality of laws

- 10 According to the United States Constitution, the federal census is used to determine the

- (1) size of the United States Supreme Court
- (2) maximum number of cabinet members
- (3) apportionment of members in the House of Representatives
- (4) number of senators allotted to each state

- 11 During George Washington’s presidency, the authority of the federal government was strengthened by the

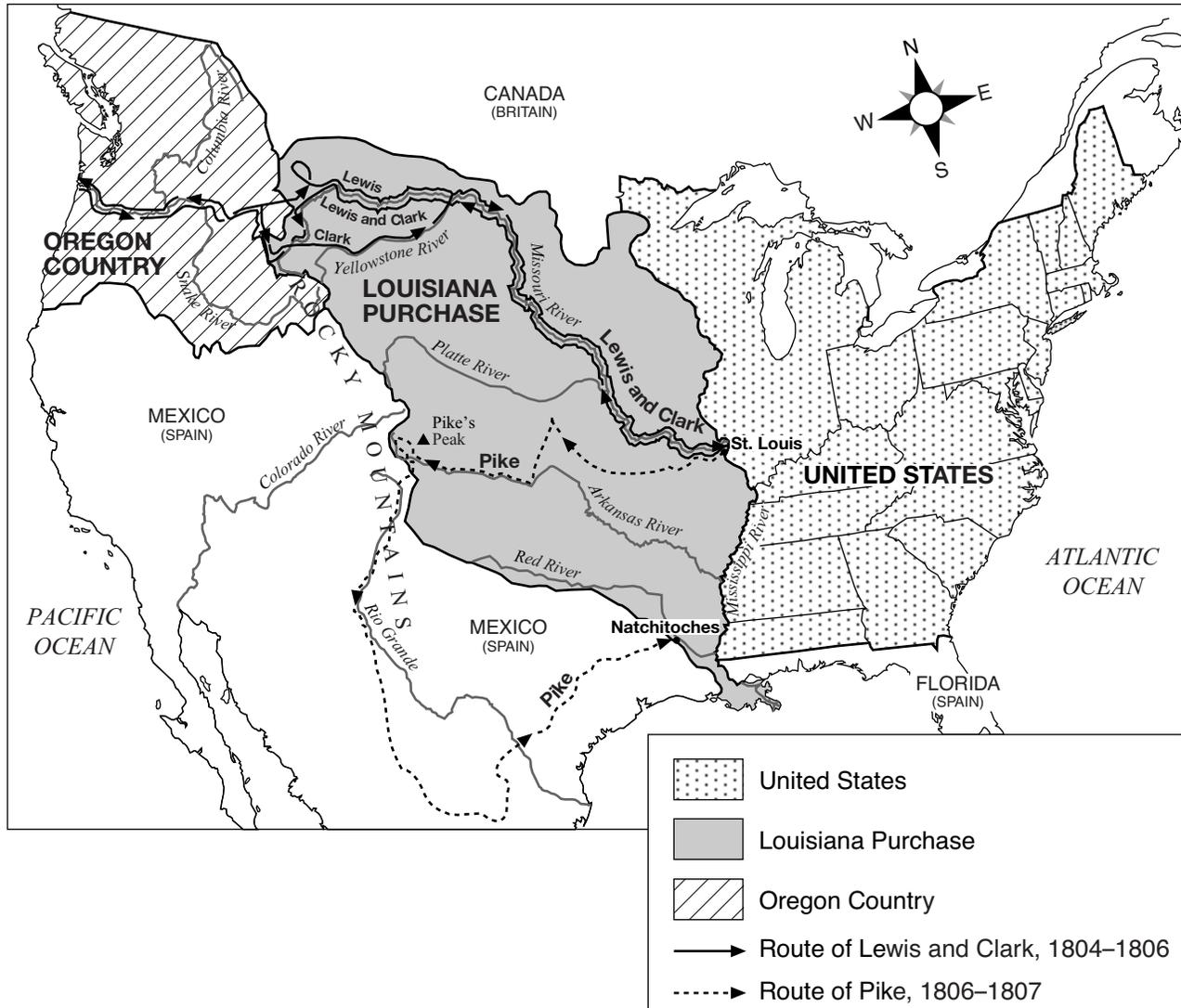
- (1) elimination of political parties
- (2) suppression of the Whiskey Rebellion
- (3) formation of a military alliance with England
- (4) establishment of a national language

- 12 Under the leadership of Chief Justice John Marshall (1801–1835), the Supreme Court expanded the influence of the national government by

- (1) forcing states to grant relief from personal debt
- (2) authorizing the president to use troops without congressional approval
- (3) ending the importation of enslaved Africans
- (4) strengthening federal powers over interstate commerce and banking

Base your answer to question 13 on the map below and on your knowledge of social studies.

The Louisiana Purchase



Source: *American Military History*, Center of Military History, United States Army, 1989 (adapted)

- 13 The map shows the exploration routes of Lewis and Clark and of Zebulon Pike. A valid conclusion based on this map is that these expeditions
- (1) faced few barriers from natural features
 - (2) avoided land claimed by other countries
 - (3) used river systems to help them on their journeys
 - (4) took the most direct routes to reach the Pacific Ocean

- 14 Between 1800 and 1830, the National Road and the Erie Canal were built to connect which regions?
- (1) Atlantic Coast and Midwest
 - (2) South and New England
 - (3) Pacific Coast and Gulf Coast
 - (4) Great Plains and Rocky Mountains

- 15 During the 1840s, supporters of Manifest Destiny favored
- (1) closing the frontier to settlement
 - (2) ending the American System
 - (3) acquiring Texas and California
 - (4) ceding the Oregon territory to Russia

16 Which constitutional principle was the main focus of the North–South conflicts that led to the Civil War?

- (1) States rights
- (2) due process of law
- (3) separation of powers
- (4) presidential veto power

17 Slavery throughout the United States was permanently abolished by the

- (1) ratification of the Constitution of the United States
- (2) approval of the Republican Party platform of 1860
- (3) issuance of the Emancipation Proclamation
- (4) adoption of the 13th amendment to the Constitution

18 “Since the Southern states never legally left the Union, they should be restored to the Union as soon as possible.”

The position expressed in this statement is most closely associated with the beliefs of

- (1) Robert E. Lee
- (2) Thaddeus Stevens
- (3) Jefferson Davis
- (4) Abraham Lincoln

Base your answer to question 19 on the poem excerpt below and on your knowledge of social studies.

“Keep ancient lands, your storied pomp!” cries she
With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!”

— Emma Lazarus, “The New Colossus,” 1883

19 Which attitude about immigration is reflected in this poem, which is inscribed on the Statue of Liberty?

- (1) People from all nations should be welcomed.
- (2) Educated professionals should be given preference.
- (3) Quotas should be adopted to limit certain ethnic groups.
- (4) The influx of unskilled people should be restricted.

20 A major result of the Spanish-American War (1898) was that the United States

- (1) adopted a policy of isolationism
- (2) assumed a more prominent role in world affairs
- (3) gave up control of territories outside the Western Hemisphere
- (4) increased foreign aid to European allies

21 During the Progressive Era, support for a graduated income tax was based primarily on the

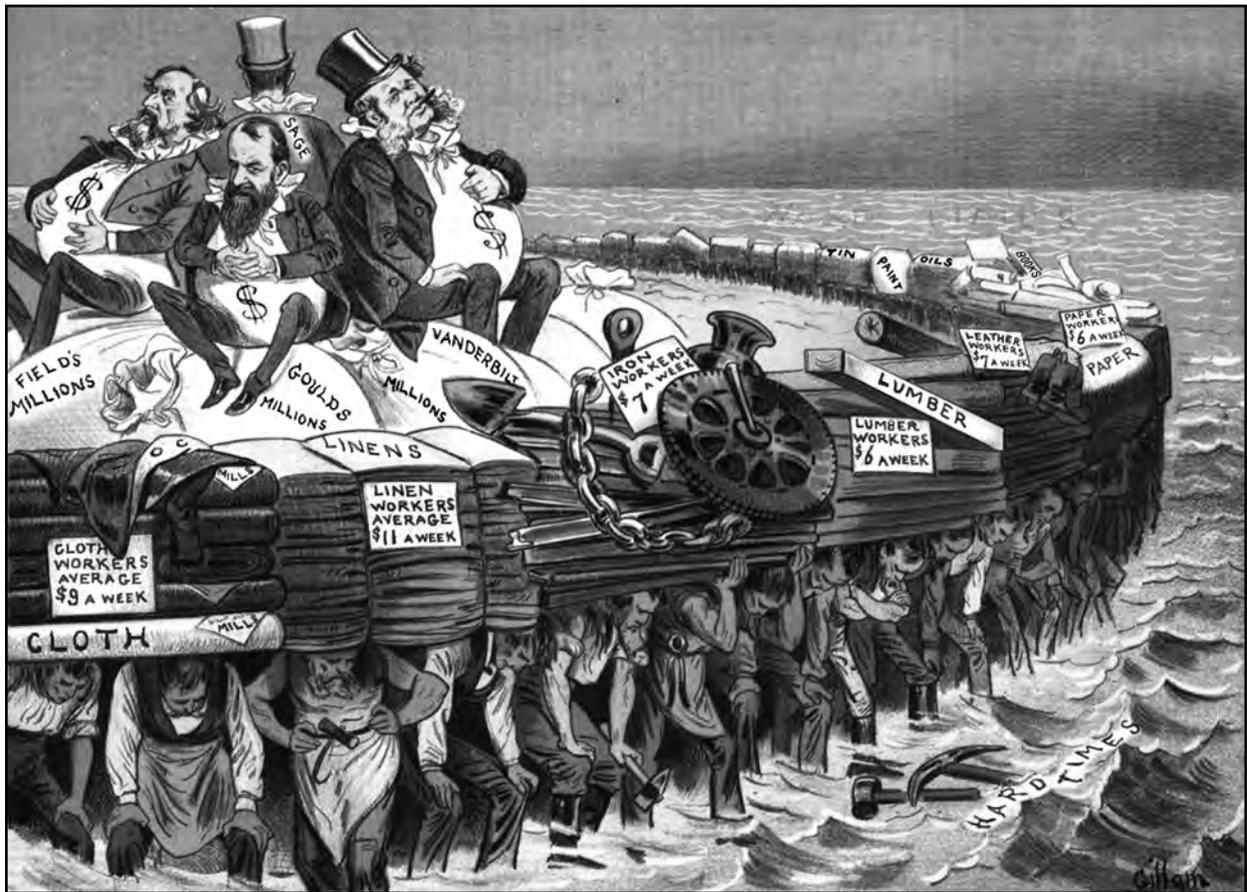
- (1) desire of corporations to reduce their taxes
- (2) need to raise income from the lower classes
- (3) belief that all people should be taxed the same
- (4) resentment over the unequal distribution of wealth

22 President Theodore Roosevelt strengthened the Monroe Doctrine by establishing the policy that the United States would

- (1) require Latin American nations to end trade with Europe
- (2) reduce Asian influence in Latin America
- (3) intervene in Latin America to prevent European interference
- (4) develop military alliances with Pacific naval powers

Base your answers to questions 23 and 24 on the cartoon below and on your knowledge of social studies.

The Protectors of Our Industries.



Source: Bernhard Gillam, *Puck*, 1883 (adapted)

- 23 Which statement most accurately expresses the main idea of this 1883 cartoon?
- (1) Most workers in the United States can become business owners.
 - (2) Business owners have achieved wealth through their own hard work.
 - (3) Social classes arise from the natural differences in the abilities of individuals.
 - (4) The wealthy are benefiting from the efforts of the working class.
- 24 The problem shown in the cartoon was addressed during the late 1800s primarily by the
- (1) organization of labor unions
 - (2) implementation of the Populist Party platform
 - (3) elimination of child labor
 - (4) increase in immigrant workers
-

Base your answers to questions 25 and 26 on the cartoon below and on your knowledge of social studies.

A NAUSEATING JOB, BUT IT MUST BE DONE



Source: *Utica Saturday Globe*, 1906 (adapted)

- 25 Which book was responsible for prompting the investigation illustrated in this cartoon?
- (1) *The Octopus* by Frank Norris
 - (2) *The Jungle* by Upton Sinclair
 - (3) *The Shame of the Cities* by Lincoln Steffens
 - (4) *How the Other Half Lives* by Jacob Riis
- 26 In 1906, the federal government responded to the situation shown in the cartoon by
- (1) taking control of meatpacking facilities
 - (2) sending federal troops to end a strike by meatpackers
 - (3) banning imported meat products
 - (4) authorizing government inspection of meat processing plants
-

Base your answer to question 27 on the passage below and on your knowledge of social studies.

We intend to begin on the first of February unrestricted submarine warfare. We shall endeavor in spite of this to keep the United States of America neutral. In the event of this not succeeding, we make Mexico a proposal or alliance on the following basis: make war together, make peace together, generous financial support and an understanding on our part that Mexico is to reconquer the lost territory in Texas, New Mexico, and Arizona...

— Zimmerman telegram, 1917

- 27 The disclosure of this document contributed to
- (1) a declaration of war against Mexico
 - (2) the entry of the United States into World War I
 - (3) the passage of the Treaty of Versailles
 - (4) a restriction on immigration from Latin America

28 **“Harding Rejects Wilson’s Foreign Policy—Wants Return to ‘Normalcy’”**

“Coolidge Declares: ‘The Chief Business of the American People Is Business’”

“Hoover Calls for ‘Rugged Individualism’; Rejects Paternalism and Socialism”

Which policy of Republican presidents in the 1920s is most consistent with the positions stated in these headlines?

- (1) The United States should assist unions and provide old-age insurance.
 - (2) The United States should acquire and protect an empire.
 - (3) The federal government should support the poor and raise farm prices.
 - (4) The federal government should assist business and limit foreign commitments.
- 29 During the 1920s, which economic trend helped cause the Great Depression?
- (1) buying goods on credit
 - (2) saving rather than spending
 - (3) continuing shortages of consumer goods
 - (4) imposing low tariffs on imported products
- 30 What was a major result of President Herbert Hoover’s use of the military to drive the Bonus Army out of the nation’s capital?
- (1) Army veterans widely approved President Hoover’s decision.
 - (2) President Hoover’s reelection campaign was damaged.
 - (3) Habeas corpus was suspended across the country.
 - (4) The Supreme Court declared the action unconstitutional.

31 The primary purpose of the National Labor Relations Act of 1935 (Wagner Act) was to

- (1) allow factory owners to use court injunctions against workers
- (2) guarantee collective bargaining rights
- (3) establish the Social Security system
- (4) ban the use of strikes by unions

32 What was one economic consequence of President Franklin D. Roosevelt’s New Deal?

- (1) Bank deregulation encouraged investment.
- (2) Major industries were nationalized.
- (3) Balanced budgets became the model for economic stability.
- (4) The role of the federal government in the economy expanded.

Base your answer to question 33 on the passage below and on your knowledge of social studies.

...We must be the great arsenal of democracy. For us this is an emergency as serious as war itself. We must apply ourselves to our task with the same resolution, the same sense of urgency, the same spirit of patriotism and sacrifice as we would show were we at war...

— President Franklin D. Roosevelt, December 29, 1940

33 In urging the United States to become the “arsenal of democracy,” President Franklin D. Roosevelt meant the nation should

- (1) make its neutrality laws more restrictive
- (2) create a military draft
- (3) provide war materials to Allied nations
- (4) send troops to Europe to fight in the war

Base your answer to question 34 on the poster below and on your knowledge of social studies.



"No loyal citizen of the United States should be denied the democratic right to exercise the responsibilities of his citizenship, regardless of his ancestry.

"The principle on which this country was founded and by which it has always been governed is that Americanism is a matter of the mind and heart.

"Americanism is not, and never was, a matter of race or ancestry.

"Every loyal American citizen should be given the opportunity to serve this country wherever his skills will make the greatest contribution—whether it be in the ranks of our armed forces, war production, agriculture, government service, or other work essential to the war effort."

THE PRESIDENT OF THE UNITED STATES, FEBRUARY 3, 1943



Source: Office of War Information, 1943 (adapted)

34 What was one purpose of this World War II poster?

- (1) discouraging discrimination in employment
- (2) supporting the internment of Japanese Americans
- (3) requiring all citizens to take a loyalty oath
- (4) promoting a more diversified economy

35 During World War II, the federal government urged Americans to support the war effort by

- (1) manufacturing more consumer goods
- (2) increasing spending to stimulate the economy
- (3) reducing consumption of resources needed for the military
- (4) investing their savings in the stock market

36 The United States created the Marshall Plan (1947) as a program to

- (1) develop an atomic bomb
- (2) increase civil defense during the Cold War
- (3) provide economic aid to war-damaged Europe
- (4) deliver weapons to Nationalist China

Base your answer to question 37 on the cartoon below and on your knowledge of social studies.

"Be Sure To Give Mine Special Attention"



Source: Herblock, *Washington Post*, November 23, 1955 (adapted)

37 The cartoon suggests that during the 1950s leaders in government and education

- (1) were challenged by the baby boom that followed World War II
- (2) provided greater resources for rural schools than for urban schools
- (3) placed excessive burdens on schools through federal legislation
- (4) supported separate classrooms for students based on gender

- 38 In 1948, the United States responded to the Soviet blockade of West Berlin by
- (1) tearing down the wall between East Berlin and West Berlin
 - (2) supporting United Nations peacekeeping efforts in West Germany
 - (3) shutting down transportation to East Berlin
 - (4) organizing an airlift of supplies to West Berlin
- 39 What was a major effect of the creation of the interstate highway system on the United States?
- (1) the loss of population in the Sun Belt
 - (2) a decline in federal funding for urban renewal projects
 - (3) an increase in suburbanization
 - (4) an increase in congressional representation from New England

Base your answer to question 40 on the newspaper headlines below and on your knowledge of social studies.

**SOVIET FIRES EARTH SATELLITE INTO SPACE;
IT IS CIRCLING THE GLOBE AT 18,000 M. P. H.;
SPHERE TRACKED IN 4 CROSSINGS OVER U. S.**

Source: *New York Times*, October 5, 1957

**MEN WALK ON MOON
ASTRONAUTS LAND ON PLAIN;
COLLECT ROCKS, PLANT FLAG**

Source: *New York Times*, July 21, 1969

- 40 Which statement most accurately explains the relationship between the events described in these newspaper headlines?
- (1) The launch of *Sputnik* prompted the United States to expand its space program.
 - (2) Space exploration ended competition between the United States and the Soviet Union.
 - (3) Congress reduced military spending to fund space exploration.
 - (4) The United States and the Soviet Union began sharing space technology.
-

- 41 In the 1960s, a common goal of President John F. Kennedy's Alliance for Progress and Peace Corps was to
- (1) improve Arab-Israeli relations
 - (2) fight the spread of the AIDS epidemic
 - (3) end colonialism in Latin America and Asia
 - (4) support developing nations while containing communism
- 42 Both the Nuclear Test Ban Treaty of 1963 and the Strategic Arms Limitation Treaty (SALT) of 1972 were attempts to
- (1) settle boundary disputes in Europe
 - (2) promote the peaceful use of atomic energy
 - (3) ease Cold War tensions
 - (4) share military technologies with developing nations

Base your answer to question 43 on the passage below and on your knowledge of social studies.

...In this present crisis, government is not the solution to our problem; government is the problem. From time to time we've been tempted to believe that society has become too complex to be managed by self-rule, that government by an elite group is superior to government for, by, and of the people. Well, if no one among us is capable of governing himself, then who among us has the capacity to govern someone else? All of us together, in and out of government, must bear the burden. The solutions we seek must be equitable, with no one group singled out to pay a higher price....

— President Ronald Reagan, Inaugural Address, January 20, 1981

- 43 The Reagan administration tried to deal with the situation described in this statement by
- (1) limiting the role of the federal government
 - (2) reducing military defense expenditures
 - (3) increasing regulations on business
 - (4) expanding the power of federal employee unions
-

Base your answer to question 44 on the statement below and on your knowledge of social studies.

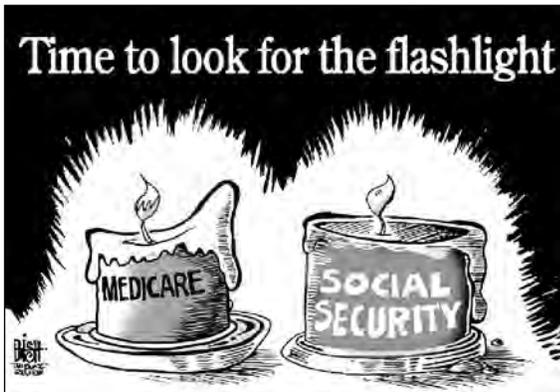
My fellow citizens, events in Iraq have now reached the final days of decision. For more than a decade, the United States and other nations have pursued patient and honorable efforts to disarm the Iraqi regime without war. That regime pledged to reveal and destroy all its weapons of mass destruction as a condition for ending the Persian Gulf war in 1991....

— President George W. Bush, March 17, 2003

- 44 Which action did President George W. Bush take following this statement?
- (1) withdrawing from the Persian Gulf War
 - (2) ordering American forces to invade Iraq
 - (3) removing economic sanctions on Iraq
 - (4) threatening Iraq with nuclear weapons

Base your answer to question 45 on the cartoon below and on your knowledge of social studies.

GOING DARK



Source: Randy Bish, *Pittsburgh Tribune-Review*, May 15, 2009 (adapted)

- 45 Which statement most accurately expresses the main idea of this cartoon?
- (1) Medicare and Social Security are not helping Americans.
 - (2) The financial future of Medicare and Social Security is in jeopardy.
 - (3) Social Security will run out of money before Medicare.
 - (4) Medicare and Social Security have been abolished.

- 46 The migrations of African Americans from the South to the North during World War I and World War II are most directly related to

- (1) the availability of factory jobs
- (2) a widespread farming crisis
- (3) plans to pursue military careers
- (4) access to free land

- 47 President Lyndon B. Johnson's Great Society programs built on ideas set forth in President Franklin D. Roosevelt's New Deal by

- (1) supporting the expansion of social welfare programs
- (2) reinstating government loyalty lists
- (3) opposing new immigration reform measures
- (4) relying on balancing the federal budget

- 48 Which action illustrates the concept of checks and balances?

- (1) President Harry Truman issuing an executive order to desegregate the military
- (2) Congress overriding President Richard Nixon's veto of the War Powers Act
- (3) the House of Representatives Ethics Committee reviewing members' financial records
- (4) President Jimmy Carter selecting Walter Mondale as his vice presidential running mate

- 49 Which action did the federal government take in response to Cold War tensions after World War II and again in response to the September 11, 2001, terrorist attacks?

- (1) expanding civil rights protections
- (2) monitoring persons suspected of endangering national security
- (3) withdrawing from international organizations
- (4) restricting trade with allies

- 50 Both President Franklin D. Roosevelt and President Barack Obama undertook banking and financial reforms during their administrations to

- (1) give states a greater role in the regulatory process
- (2) end foreign influence in the banking systems
- (3) restore stability to the national economy
- (4) reduce government involvement in the economy

Answers to the essay questions are to be written in the separate essay booklet.

Part II

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Change—The Supreme Court

Throughout United States history, the Supreme Court has dealt with many controversial issues. The Court's decisions in these cases have had a significant impact on the United States and/or on American society.

Task:

Select **two** United States Supreme Court decisions that have had a significant impact on American society and for **each**

- Describe the historical circumstances surrounding the case
- Explain the Court's decision in the case
- Discuss the impact of the decision on the United States and/or on American society

You may use any Supreme Court decision from your study of United States history. Some suggestions you might wish to consider include *Worcester v. Georgia* (1832), *Dred Scott v. Sanford* (1857), *Plessy v. Ferguson* (1896), *Schenck v. United States* (1919), *Korematsu v. United States* (1944), *Engel v. Vitale* (1962), *Miranda v. Arizona* (1966), *New York Times v. United States* (1971), *Roe v. Wade* (1973), and *United States v. Nixon* (1974).

You are *not* limited to these suggestions.

Do not use *Brown v. Board of Education of Topeka* as one of your Supreme Court decisions.*

Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

In developing your answer to Part II, be sure to keep these general definitions in mind:

- describe means “to illustrate something in words or tell about it”**
- explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”**
- discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”**

* Students were instructed not to use *Brown v. Board* because information in the Document-Based Question on this exam would have helped them write their thematic essay. However, students could have used their knowledge of *Brown* in their discussion of Dr. Martin Luther King Jr.'s “Letter from Birmingham Jail” in their DBQ essay.

In developing your answers to Part III, be sure to keep these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context:

During the 1960s, writers frequently reflected social conditions that influenced United States history. These writers increased public awareness of critical issues facing the nation and had an important impact on the United States and on American society. Three such writers were **Dr. Martin Luther King Jr.** (“**Letter from Birmingham Jail**”), **Rachel Carson** (*Silent Spring*), and **Betty Friedan** (*The Feminine Mystique*).

Task: Using the information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

Choose **two** writers from the 1960s mentioned in the historical context and for **each**

- Describe the historical circumstances surrounding an issue addressed by the writer
- Discuss how the writer influenced the United States and/or American society

Part A

Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1a

...In any nonviolent campaign there are four basic steps: (1) collection of the facts to determine whether injustices are alive; (2) negotiation; (3) self-purification; and (4) direct action. We have gone through all of these steps in Birmingham. There can be no gainsaying [denying] of the fact that racial injustice engulfs this community. Birmingham is probably the most thoroughly segregated city in the United States. Its ugly record of police brutality is known in every section of this country. Its unjust treatment of Negroes [African Americans] in the courts is a notorious reality. There have been more unsolved bombings of Negro homes and churches in Birmingham than any city in this nation. These are the hard, brutal, and unbelievable facts. On the basis of these conditions Negro leaders sought to negotiate with the city fathers. But the political leaders consistently refused to engage in good faith negotiation....

Source: Dr. Martin Luther King Jr.,
"Letter from Birmingham Jail," April 16, 1963

Document 1b

During civil rights protests in Birmingham, Alabama, Public Safety Commissioner Eugene "Bull" Connor was in charge of the police and fire departments. Acting on his orders, firefighters turned their hoses on demonstrators.



Source: AP/World Wide Photos, May 1963

1 Based on these documents, what were **two** examples of racial injustice addressed by Dr. Martin Luther King Jr.? [2]

(1) _____

Score

(2) _____

Score

Document 2

Two years after writing “Letter from Birmingham Jail,” Dr. Martin Luther King Jr. was asked by an interviewer if the events that followed its publication justified the sentiments expressed in that letter.

...I would say yes. Two or three important and constructive things have happened which can be at least partially attributed to that letter. By now, nearly a million copies of the letter have been widely circulated in churches of most of the major denominations. It helped to focus greater international attention upon what was happening in Birmingham. And I am sure that without Birmingham, the march on Washington wouldn't have been called—which in my mind was one of the most creative steps the Negro [African American] struggle has taken. The march on Washington spurred and galvanized [strengthened] the consciences of millions. It gave the American Negro a new national and international stature. The press of the world recorded the story as nearly a quarter of a million Americans, white and black, assembled in grandeur as a testimonial to the Negro's determination to achieve freedom in this generation....

Source: James M. Washington, ed., *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.*, HarperCollins

2 According to Dr. Martin Luther King Jr., what were **two** effects of his “Letter from Birmingham Jail”? [2]

(1) _____

Score

(2) _____

Score

Document 3

...Today we are committed to a worldwide struggle to promote and protect the rights of all who wish to be free. And when Americans are sent to Viet-Nam or West Berlin, we do not ask for whites only. It ought to be possible, therefore, for American students of any color to attend any public institution they select without having to be backed up by troops...

Now the time has come for this Nation to fulfill its promise. The events in Birmingham and elsewhere have so increased the cries for equality that no city or State or legislative body can prudently choose to ignore them.

The fires of frustration and discord are burning in every city, North and South, where legal remedies are not at hand. Redress is sought in the streets, in demonstrations, parades, and protests which create tensions and threaten violence and threaten lives...

I am, therefore, asking the Congress to enact legislation giving all Americans the right to be served in facilities which are open to the public—hotels, restaurants, theaters, retail stores, and similar establishments...

Source: President John F. Kennedy, Radio and Television Report to the American People on Civil Rights, June 11, 1963

3 According to President John F. Kennedy, why should Congress pass civil rights legislation? [1]

Score

Document 4

Rachel Carson, a friend of Olga Owens Huckins, was sent a copy of this letter in 1958.

To the Editor of The [Boston] Herald:

Mr. R. C. Codman, who wrote that he “is actively associated” with the Commonwealth of Mass. aerial spraying programs for alleged mosquito control, also says that state tests have proved that the mixture used—fuel oil with DDT [chemical insecticide]—last summer over Plymouth and Barnstable Counties was entirely harmless....

Dr. Robert Cushman Murphy, distinguished scientist, observed after New York State sprayed Long Island in the same way, that no fish in still waters survived. All bees in a large section of the state were killed. Indeed, evidence of the havoc wrought by all air spraying of DDT is accumulating so rapidly that Mr. Codman’s placid [calm] assurance becomes absurd.

The mosquito control plane flew over our small town last summer. Since we live close to the marshes, we were treated to several lethal doses as the pilot crisscrossed our place. And we consider the spraying of active poison over private land to be a serious aerial intrusion....

The remedy of this situation [killing the mosquitoes] is not to double the strength of the spray and come again. It is to STOP THE SPRAYING OF POISONS FROM THE AIR everywhere until all the evidence, biological and scientific, immediate and long run, of the effects upon wild life and human beings are known....

Olga Owens Huckins
Duxbury, 1958

Source: Adler and Adler, eds., *Letters of the Century: America 1900–1999*, Dial Press

4 According to this letter, what is **one** reason Olga Huckins is concerned about spraying DDT? [1]

Score

Document 5a

In *Silent Spring*, Rachel Carson warned about what might happen if the use of dangerous pesticides such as DDT continued.

...There was a strange stillness. The birds, for example—where had they gone? Many people spoke of them, puzzled and disturbed. The feeding stations in the backyards were deserted. The few birds seen anywhere were moribund [dying]; they trembled violently and could not fly. It was a spring without voices. On the mornings that had once throbbed with the dawn chorus of robins, catbirds, doves, jays, wrens, and scores of other bird voices there was now no sound; only silence lay over the fields and woods and marsh...

The roadsides, once so attractive, were now lined with browned and withered vegetation as though swept by fire. These, too, were silent, deserted by all living things. Even the streams were now lifeless. Anglers [fishermen] no longer visited them, for all the fish had died.

In the gutters under the eaves and between the shingles of the roofs, a white granular powder [DDT] still showed a few patches; some weeks before it had fallen like snow upon the roofs and the lawns, the fields and streams...

Source: Rachel Carson, *Silent Spring*, Houghton Mifflin, 1962 (adapted)

Document 5b



Source: L.D. Warren, *Cincinnati Enquirer*, 1972, in Jerry Robinson, ed., *The 1970s: Best Political Cartoons of the Decade*, McGraw-Hill

5 Based on these documents, what is **one** possible effect of DDT on the environment? [1]

Score

Document 6a

According to a 1970 Gallup poll, 53 percent of the American public saw controlling air and water pollution as a critical issue, up from only 17 percent five years earlier. This made the environment an important political concern for many elected officials, including President Richard Nixon.

...The great question of the seventies is, shall we surrender to our surroundings, or shall we make our peace with nature and begin to make reparations [compensation] for the damage we have done to our air, to our land, and to our water?...

We still think of air as free. But clean air is not free, and neither is clean water. The price tag on pollution control is high. Through our years of past carelessness we incurred a debt to nature, and now that debt is being called....

I shall propose to this Congress a \$10 billion nationwide clean waters program to put modern municipal waste treatment plants in every place in America where they are needed to make our waters clean again, and do it now. We have the industrial capacity, if we begin now, to build them all within 5 years. This program will get them built within 5 years....

The automobile is our worst polluter of the air. Adequate control requires further advances in engine design and fuel composition. We shall intensify our research, set increasingly strict standards, and strengthen enforcement procedures—and we shall do it now....

Source: President Richard M. Nixon, State of the Union Address, January 22, 1970

6a According to the 1970 State of the Union address, what is **one** proposal made by President Richard M. Nixon to address the concerns of environmentalists such as Rachel Carson? [1]

Score

Document 6b

...*Silent Spring* planted the seeds of a new activism that has grown into one of the great popular forces of all time. When Rachel Carson died, in the spring of 1964, it was becoming clear that her voice would never be silenced. She had awakened not only our nation but the world. The publication of *Silent Spring* can properly be seen as the beginning of the modern environmental movement....

Source: Vice President Al Gore, introduction to 1994 edition of *Silent Spring*

6b According to Vice President Al Gore, what was **one** effect of the publication of *Silent Spring*? [1]

Score

Document 7

...It also is time to stop giving lip service to the idea that there are no battles left to be fought for women in America, that women's rights have already been won. It is ridiculous to tell girls to keep quiet when they enter a new field, or an old one, so the men will not notice they are there. In almost every professional field, in business and in the arts and sciences, women are still treated as second-class citizens. It would be a great service to tell girls who plan to work in society to expect this subtle, uncomfortable discrimination—tell them not to be quiet, and hope it will go away, but fight it. A girl should not expect special privileges because of her sex, but neither should she “adjust” to prejudice and discrimination....

Source: Betty Friedan, *The Feminine Mystique*, W.W. Norton, 1963

- 7 According to Betty Friedan, what is **one** form of discrimination experienced by women in the early 1960s?
[1]

Score

Document 8

...With its impassioned yet clear-eyed analysis of the issues that affected women's lives in the decades after World War II—including enforced domesticity, limited career prospects and, as chronicled in later editions, the campaign for legalized abortion—"The Feminine Mystique" is widely regarded as one of the most influential nonfiction books of the 20th century. Published by W. W. Norton & Company, the book had sold more than three million copies by the year 2000 and has been translated into many languages.

"The Feminine Mystique" made Ms. Friedan world famous. It also made her one of the chief architects of the women's liberation movement of the late 1960's and afterward, a sweeping social upheaval that harked back to [recalled] the suffrage campaigns of the turn of the century and would be called feminism's second wave....

Source: Margalit Fox, *New York Times*, February 5, 2006

8 According to Margalit Fox, what is **one** issue addressed in *The Feminine Mystique* that concerned American women after World War II? [1]

Score

Document 9a

DON'T iron while the strike is hot," advised the slogan of the Women's Strike for Equality. No one knows how many shirts lay wrinkling in laundry baskets last week as thousands of women across the country turned out for the first big demonstration of the Women's Liberation movement. The strike, on the 50th anniversary of the proclamation of the women's suffrage amendment, drew small crowds by antiwar or civil rights standards, yet was easily the largest women's rights rally since the suffrage protests....

Betty Friedan, whose 1963 book *The Feminine Mystique* is credited with reviving the feminist movement, originally called the strike at the conference of the National Organization for Women in March. As head of the hastily assembled National Women's Strike Coalition, she had predicted an impressive turnout and was not dismayed by the figures. "It exceeded my wildest dreams," Friedan said. "It's now a political movement; the message is clear. The politicians are taking heed already."...

Source: *Time*, September 7, 1970

9a Based on this document, what was **one** way *The Feminine Mystique* influenced the women's movement of the 1960s and early 1970s? [1]

Score

Document 9b

...Many factors have contributed to that record of [women's] achievement. The reform efforts of suffragists in the nineteenth and early twentieth centuries were important, as were those of the feminists of the 1960s. American women owe a great deal to those who fought for the passage of civil rights legislation in the 1960s, particularly the Equal Pay Act of 1963 and the Civil Rights Act of 1964. Demographic and economic trends also shaped women's experiences.

The personal choices women have made are perhaps the most important and least appreciated factor in women's economic progress over the years. Decisions to enter previously male-dominated fields of education and employment, to marry and bear children later in life, to join the work force, and to leave the work force to raise children have all had an enormous effect on whether women can achieve total parity with men. Some of those choices, such as leaving the work force for a time to raise children or working part-time, have a negative effect on women's earnings. Others, such as entering previously all-male fields, have led to remarkable gains for women in the work force....

Source: Furchtgott-Roth and Stolba, *Women's Figures: An Illustrated Guide to the Economic Progress of Women in America*, The AEI Press and Independent Women's Forum, 1999

9b According to Furchtgott-Roth and Stolba, what is **one** factor that contributed to the economic progress of women? [1]

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

During the 1960s, writers frequently reflected social conditions that influenced United States history. These writers increased public awareness of critical issues facing the nation and had an important impact on the United States and on American society. Three such writers were **Dr. Martin Luther King Jr.** (“**Letter from Birmingham Jail**”), **Rachel Carson** (*Silent Spring*), and **Betty Friedan** (*The Feminine Mystique*).

Task: Using the information from the documents and your knowledge of United States history, write an essay in which you

Choose *two* writers from the 1960s mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding an issue addressed by the writer
- Discuss how the writer influenced the United States and/or American society

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

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